



WEST END PRIMARY SCHOOL
SPECIAL EDUCATION NEEDS POLICY
September 2023

The structure and content of this policy is as follows:

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SECTION 1: SCHOOL AND CHILDCARE ARRANGEMENTS

A1. Definition and Aims

1.1 High quality teaching that is differentiated and personalized will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under section 21 of the Children and Families Act 2014. It is also in accordance with the SEND Code of Practice 2014.

1.2 A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

1.3 A child of compulsory school age has a learning difficulty or disability if she or he:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

1.4 Aims and objectives:

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- Ensure that our curriculum is responsive to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.
- Identify, assess, record and regularly review pupil's special educational needs.
- Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- Make effective use of support services.

A2. ROLES AND RESPONSIBILITIES

2.1 Provision for pupils with special educational needs is a matter for the school as a whole.

2.2 The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. The Governors should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

2.3 An appointed representative from the governing body is actively involved in self-review, with the Head teacher/ SENDCo of the provision for children with special needs and implementation of the policy within the school.

2.4 The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed.

2.5 The Special Educational Needs Coordinator (SENDCO) is Mrs Hunt. She works closely with all staff, the SENDO, parents and outside agencies (IDSS) ensuring the best possible provision for children with special educational needs.

2.6 The SENDCo is responsible for:

- Overseeing the operation of the school's SEND policy
- Co-ordinating the provision for the pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Supporting class teachers in setting 'SMART' targets and in devising appropriate strategies, advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Contributing to the in-service training of staff
- Taking part in County SENDCo cluster meetings
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, Lancashire Tracker

2.7 Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and planning and monitoring children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

2.8 Lunchtime supervisors (TAs) are given any necessary information relating to the supervision of pupils at lunchtime.

A3. CO-ORDINATING AND MANAGING PROVISION

3.1 The SENDCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and senior leadership meetings in order to raise the achievement of children with SEND. The SENDCO oversees the provision using provision mapping. The SENDCO meets with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the School Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

3.2 Parents/guardians are kept informed by class teachers and are expected to be involved in the support of their child whenever possible. The SENDCo also liaises with parents and pupils with Education, Health and Care Plans have an annual review with the SENDCo. Where there is a concern that parents need extra support, the staff would refer them to the Learning Mentors who would refer to Family Liaison and Outreach Worker. If the situation becomes more worrying, the CAF/TAC process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

3.3 West End Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with

the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

4. ADMISSION ARRANGEMENTS

- 4.1 West End Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LEA admissions policy. If a parent wishes to have mainstream provision for a child with an EHCP the LEA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.
- 4.2 Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.
- 4.3 The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).
- 4.4 The SENDCo and Governors with responsibility for special needs liaise regularly to discuss provision within the school for all children with SEN.

A5 SPECIALISMS AND SPECIAL FACILITIES

- 5.1 Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies and contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be require, this will be arranged.
- 5.2 The school has some access for wheelchairs, the school has been completely adapted to provide easy access for wheelchairs and toilet areas. Where a child has a disability the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).
- 5.3 The SENDCo and Governor with responsibility for SEND liaise regularly to discuss provision within the school for all children with SEND.

- 5.4 Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B6: ALLOCATION OF RESOURCES

- 6.1 All schools in Lancashire receive funding for pupils with SEND in three main ways:
- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCO.
 - The notional SEND budget (element 2 funding) covers the additional educational support required.
 - Specific funds may be allocated to pupils with Education, Health and Care Plans.
- 6.2 West End Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. West End provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

B7: IDENTIFICATION, ASSESSMENT AND REVIEW

- 7.1 The progress of the children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equal Opportunities Policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment so not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early.
- 7.2 In deciding whether to make special educational provision, the SENDCO considers all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.
- 7.3 Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCO, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. West End Primary School recognizes that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.
- 7.4 When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

7.5 Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

7.6 The SENDCo and the class teacher, together with specialists involve the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of a graduated response in the the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each term and led by the class teacher in conjunction with the SENDCo. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil. Pupils are also supported to contribute to their plan.

7.7 **Provision**

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs.

7.8 **Categories of Special Educational Need**

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and interaction:	Speech, Language and Communication needs Social Communication needs
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Cognition and Learning:	Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyscalculia
Social, emotional and mental health:	Behavioural difficulties Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
Sensory and/or physical:	Hearing impairment, Visual impairment, Physical disability, Multi-sensory needs

7.9 Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting pupils with medical conditions policy.

B8: CURRICULUM ACCESS AND INCLUSION

8.1 West End Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

B9: EVALUATING SUCCESS

9.1 Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

9.2 The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject coordinators
- Analysis of pupil tracking data and test results: for individual pupils and for cohorts – Children making good progress from their starting point.
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor three times a year
- School self-evaluation
- The School Development Plan

B10: COMPLAINTS DEPARTMENT

10.1 If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting may then be arranged,

which may include the Head teacher and SENDCo to discuss the concern. Parents can request an appointment with the Headteacher directly. The Independent Advice and Support Team is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Lancashire procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C11: STAFF DEVELOPMENT

- 11.1 The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, weekly training sessions for TAs and lunchtime supervisors, SENDCo and TA group meetings, attendance at County cluster meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.
- 11.2 Arrangements for the induction of NQTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

C12: LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

- 12.1 The school is able to call upon the expertise of a wide range of support services. Their support services are consulted after consultation with the SENDCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist and information about strategies already in use.

C13: PARTNERSHIP WITH PARENTS

- 13.1 Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings.
- 13.2 Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behavior.
- 13.3 Information about the Information, Advice and Support Team is given to parents so they may use it if they wish, and, information is available for parents of children

with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

C14: THE VOICE OF THE CHILD

- 14.1 All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. Pupil plans include the views of the child.
- 14.2 At West End Primary School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.
- 14.3 All Children with an Education Health Care Plan have an individual record book that is updated weekly, to record the progress they are making towards their EHC outcomes. This includes pictures, links to the outcomes, pupil voice, peer voice, staff voice and where possible parent voice. It is shared at reviews with parents.

C15: TRANSFER ARRANGEMENTS

- 15.1 The SENDCo, class teachers and SENDO liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.
- 15.2 Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENDCO and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.
- 15.3 For pupils with Education, Health and Care Plans, the child's EHCP should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.

C16: MONITORING AND REVIEW

- 16.1 The SEN Governor will monitor the implementation of this policy on an annual basis reporting back to the Curriculum Committee. If the policy appears to need modification, then the committee will report its findings and recommendations to the Governing Body.
- 16.2 This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed annually.

Status of this policy: Final

Date approved by Governing Body:

Lead contributions: H Lavelle

SENDCo: M Hunt

Governors: Rebecca Webster

